Assignment Submission: Introduction to MELS 601 Spring 2012

Instructions

Please copy and paste the link below into your web browser to view the introductory video: <https://gardner-webb.webex.com/gardner-webb/ldr.php?AT=pb&SP=MC&rID=52285442&rKey=8a73e818533a7b3c>

Attachments: MELS 601 Introduction Spring 2012.pdf<<http://webctap.gardner-webb.edu/webct/RelativeResourceManager/sfsid/1576816437001>>

Assignment Submission: Strategic Leadership

Instructions

This module emphasizes NC Executive Leadership Standard #1: Strategic Leadership. Below you will find a description of this standard. As you read this information, consider your current skills. Which of these areas would you consider to be strengths already? Which do you consider areas of weakness in which you would like to grow? As you work through this module and read the assigned literature, complete artifact 5A, and begin working on your PLC, you will develop and/or further refine your strategic leadership skills. Artifact 5A will ask you to consider the culture of your school and Artifacts 1A, B, and C (PLC facilitation) will require that you use many of the skills you see listed below. STRATEGIC LEADERSHIP: Summary: School executives will create conditions that result in strategically re-imaging the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it. Practices: The school executive practices effective strategic leadership when he or she: \*Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter; \*Systematically challenges the status quo by leading change with potentially beneficial outcomes; \*Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented; Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan; \*Is a driving force behind major initiatives that help students acquire 21st century skills; \*Creates with all stakeholders a vision for the school that captures peoples’ attention and imagination; \*Creates processes that provide for the periodic review and revision of the school’s vision, mission, and strategic goals by all school stakeholders; \*Creates processes to ensure the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school; \*Adheres to statutory requirements regarding the School Improvement Plan; \*Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives; \*Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education; \*Facilitates the implementation of state education policy inside the school’s classrooms; \*Facilitates the setting of high, concrete goals and the expectations that all students meet them; \*Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work; \*Creates processes to distribute leadership throughout the school.

Leadership Style

[Description: Show topic details]Description (click to collapse) <javascript:expand\_extra('toomuch','expandimg')>

Take the short quiz using the link below. You'll need to copy and paste it into your web browser.

<http://psychology.about.com/library/quiz/bl-leadershipquiz.htm>

This quiz is based on Lewin's 3 major leadership styles. After taking the quiz, comment on your leadership style. Do you agree with your results? Has your leadership style changed since you began teaching?

Please read the following for this module: Ubben Chapters 1 and 4 Aldridge Chapter 4 Balls Chapter 6

Assignment Submission: Artifact 5A

Instructions

Please copy and paste the link below into your web browser in order to view the video on artifact 5A: <https://gardner-webb.webex.com/gardner-webb/ldr.php?AT=pb&SP=MC&rID=52285812&rKey=60bac9892a225330>

Attachments: Artifact 5A Spring 2012.pdf<<http://webctap.gardner-webb.edu/webct/RelativeResourceManager/sfsid/1576816314001>>

Artifact 5A Expectations and Evidences Spring 2012.docx<<http://webctap.gardner-webb.edu/webct/RelativeResourceManager/sfsid/1576816313001>>

Assignment Submission: Introduction to 1A, 1B, and 1C

Instructions

Please copy and paste the link below into your web browser to view the video on Artifacts 1A, B, and C. <https://gardner-webb.webex.com/gardner-webb/ldr.php?AT=pb&SP=MC&rID=52332752&rKey=a4fdabed33ebadff>

Attachments: Introduce 1A, 1B, and 1C Spring 2012.pdf<<http://webctap.gardner-webb.edu/webct/RelativeResourceManager/sfsid/1576816622001>>

Artifact 1A, 1B, and 1C Expectations and Examples of Evidences Spring 2012.docx<<http://webctap.gardner-webb.edu/webct/RelativeResourceManager/sfsid/1576816623001>>

Module 1 Reflection

[Description: Show topic details]Description (click to collapse) <javascript:expand\_extra('toomuch','expandimg')>

As you examined the TWCS results for your school, what surprised you?